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ABSTRACT

In order to provide the personnel of Rio Salado Community College's Adult Basic Education Program (RSCC/ABE) with the most up-to-date experience in software selection and usage, a proposal was written for two persons to attend the Computer-Assisted Instruction Adult Literacy Workshop at Oregon State University, which afforded participants an understanding of the potential use of computers, familiarity with good basic skills software for adult literacy needs, and exchange among participants. This report presents information on the workshop as experienced by three RSCC/ABE staff members. After examining how well the workshop fulfilled the objectives of the RSCC/ABE participants, summaries are provided of the keynote presentations by Dr. Larry Blake, who spoke on "Anticipating the Twenty-First Century," and John Graham, whose talk stressed the importance of risk taking. Next, brief synopses of the following workshops are offered: "Technology and the Basic Skill Learner"; "Technology for Literacy: Orienting Personnel to Computer-Assisted Instruction"; "Teacher Resources"; "Math Presentation: Computers Coupled with Conceptual Understanding"; "Basic Skills and GED Writing Workshop"; "Reading Workshop"; "English as a Second Language"; "Here's Looking at You: Interactive Video"; and "Evaluating Software." Appendices contain handouts from the workshop, including lists of interactive video laserdiscs and software vendors. (UCM)

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COMMUNITY COLLEGE

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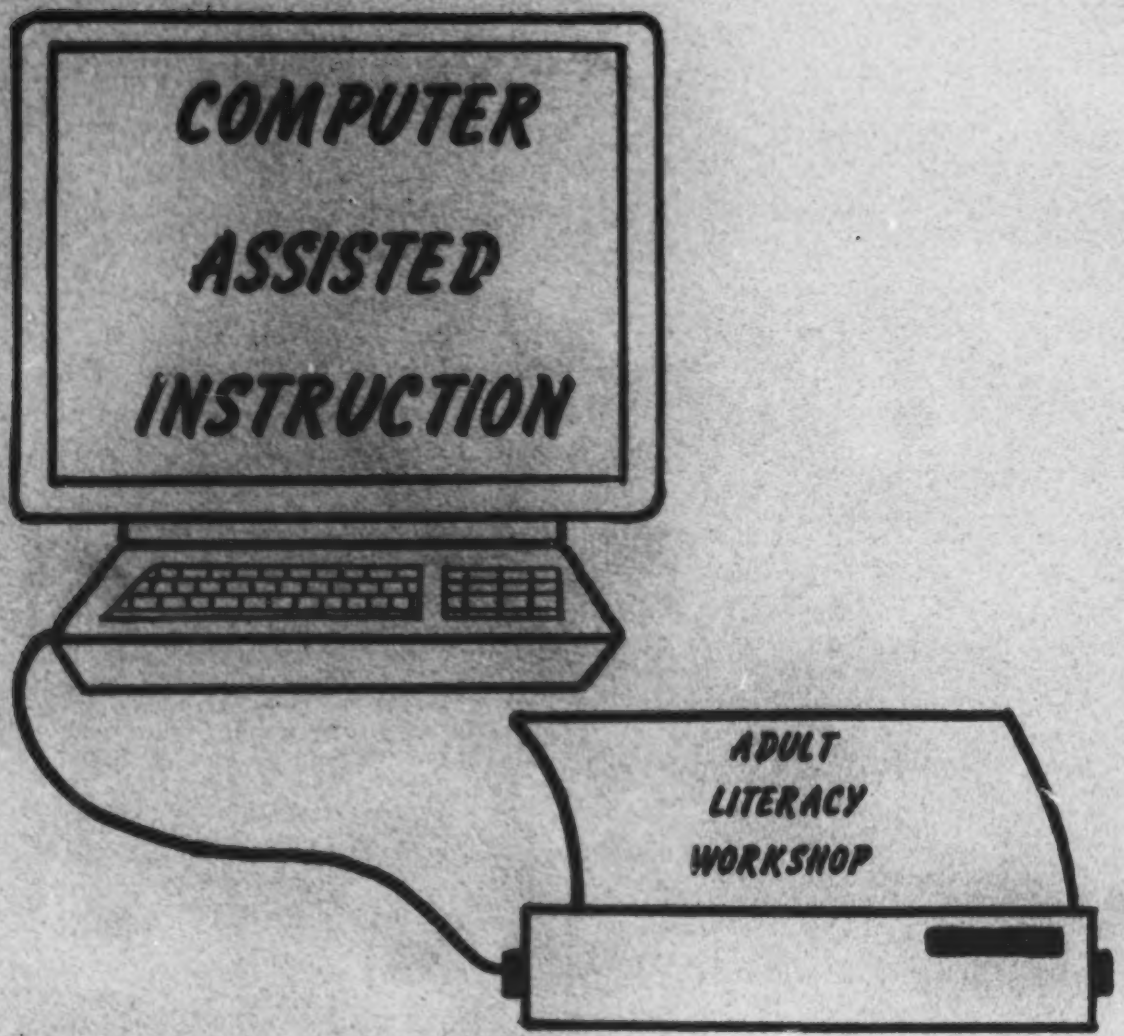
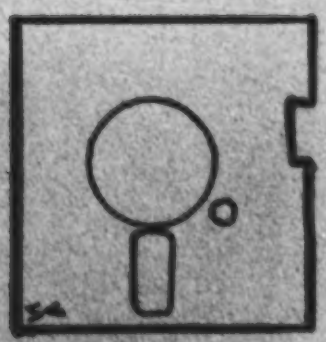
COMPUTER ASSISTED INSTRUCTION





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RIO SALADO COMMUNITY COLLEGE
ADULT BASIC EDUCATION PROGRAM
640 North First Avenue
Phoenix, AZ 85003

FINAL REPORT

FOR

COMPUTER-ASSISTED INSTRUCTION ADULT LITERACY WORKSHOP

A 310/Special Demonstration Project
1986-1987

Program Director: Mary I. Vanis, Associate Dean of Instruction

Project Coordinator: Janet Gesin, Associate Director

DISCLAIMER AND ACKNOWLEDGMENT

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THE COMPUTER-ASSISTED INSTRUCTION ADULT LITERACY WORKSHOP

Region X ADULT EDUCATION SOFTWARE PROJECT
Software Institute
Oregon State University
August 25-27, 1986

In Adult Basic Education Programs throughout Arizona, computer-assisted instruction is one form of teaching that can introduce and continue the educational "real world" process for students. Instructors deal daily with students who have special needs. To meet these needs and provide continued support, the instructor must be a "master-of-all." However, finding the time to preview, review, and select materials, software in particular, is often a difficult task. In order to provide the personnel of the Rio Salado Community College Adult Basic Education (RSCC/ABE) Program with the most up-to-date experience in software selection and usage, a proposal was written for two persons to attend the Computer-Assisted Instruction Adult Literacy Workshop at Oregon State University.

This workshop provided participants with an understanding of the potential use of computers, familiarity with good basic skills software for the adult literacy needs, and an exchange of information among participants.

OBJECTIVE 1: To provide registration, lodging, and travel expenses for two persons to attend both sessions of the Computer-Assisted Instruction Adult Literacy Workshop.

After the proposal was granted for two persons to attend the Computer-Assisted Instruction Adult Literacy Workshop, a change in airline rates allowed for extra funding. (See Appendix A, 1) A request for the inclusion of a third person from RSCC was made to the Arizona Department of Education. This request was granted and authorized by Dr. Gary A. Eyre, Director, Adult Education Division. (See Appendix D, 1) Karen Mills, Janet Gesin, and Cynthia Maxson attended the workshop at Oregon State University.

This workshop was sponsored by Region X Adult Education Consortium Software Project and Postsecondary Education Department, Oregon State University. The Business Council for Effective Literacy, July, 1985 issue listed the Northwest Area as one of the advanced computer usage areas. This workshop provided opportunities for practitioners to enhance their skills in the delivery and integration of computer-assisted instruction in adult education programs. The format provided a forum for sharing ideas, learning skills, and challenging minds.

OBJECTIVE 2: To become familiar with basic skills software appropriate for adults with literacy needs.

Presenters from the states of Washington, Oregon, and Alaska provided the international audience with software options for any Adult Basic Education program. Their expertise from many hours of using the software and many hours of evaluating the software allowed the participants to become familiar with basic skills software. A popular activity was the "After Hours" open computer lab. This allowed time for participants to work with and evaluate the software as well as discuss its usage with other participants and presenters. This activity provided a renewed awareness of the vast benefits of computers.

KEYNOTERS

Anticipating the Twenty-First Century

Dr. Larry Blake, President of the Oregon Institute of Technology, spoke on "Anticipating the Twenty-First Century." Dr. Blake reviewed our past revolutions to help put the current human revolution in perspective:

1) Agricultural - 10,000 years ago (no longer dependent on hunting; housing, nutrition, etc. changed as a result of it)

2) Industrial - 300 years ago (i.e., steam engine power was no longer limited to human and domestic animals)

3) Information and telecommunications - We have at our disposal more information processing than the human brain. This particular revolution is supported from within by sub-revolutions:

   a) Robotics (second technological revolution)
   b) Bio-technology (ability to alter genetic structures)
   c) Space (brings industrial applications with it)
   d) Life extensions (live to 120+, retire at 90).

How do we, as educators, know where we belong in this revolution? If the computers used in our ABE classrooms have at least a high school education equivalency, what education do the students need to operate the computer? If knowledge is the key, then education becomes the most important commodity to acquire.

"The rate of change in the future is twice that of the past." What takes place in the next 14 years will be comparable to what has taken place in the last 28 years!

The Importance of Risk Taking

Mr. John Graham, Director of The Giraffe Project, a national project with an objective of getting people to stick their neck out, to get involved in issues and to indentify role models, spoke to the participants. According to Mr. Graham, people feel victimized, powerless, and unresponsive, resulting in a win/lose negative behavior pattern. This pattern is flawed in two ways:

- perception that we are separate; not in control
- perception that we are out of control; we are affected by others.

Changing just a small part of the world can affect the negative behavior pattern of people. This involves risk taking, problem-solving, and changing the scripts. Separateness is an illusion - the reality is that we are one, simply interconnected in different ways. In terms of ABE our problems are not unique. It is necessary to realize that we are not separate, we must commit to a vision and take the risk, "stick our neck out." Remember:

1. There is no perfect giraffe; it's okay to backslide, simply act as though things are perfect.
2. Be mindful of intellect and capabilities.
3. Don't try to achieve specifics, focus on the total vision.
4. Action expands vision.
5. Acknowledge the power of compassion.
6. Exercise passion, not anger.

WORKSHOPS

NOTE: Software Vendors and Addresses are in Appendix B

Technology and the Basic Skill Learner

Lucy MacDonald
Chemeketa Community College, OR
Technology for the Literacy Center (TLC)

One of the new pieces of equipment is the Hartley Cassette Connect Device (CCD) which connects a cassette player to

an APPLE computer. With the CCD, an instructor can make his/her tapes with 20 spelling/vocabulary words per side, allowing for total individualization of the program. The CCD is good for the 0-4 level reader.

Other useful devices for the basic skills students are:

1) Print It! - This device goes between the computer and printer to enable a student to print the screen.
   - Tex Print Co.

2) Speech Synthesizer - This is for use by the visually handicapped. It will read what the student types.

3) Modem - It is a computer/telephone hook-up with advantages for the handicapped, allowing them to "talk in print" via a telephone that is connected to a computer. This is a good motivator because of active communication. Charges are for time online.

4) Interactive Laser Disc - This has good sound quality and makes allowances for "freeze framing"; however, it has limited production capabilities.

<u>Technology for Literacy: Orienting Personnel to Computer-Assisted Instruction</u>

Sharlene Walker
Treaty Oak Community College, OR

To really use multi-modal technology, the instructor needs to know how to access the information. Try to integrate technology into all aspects of your program by using all modes of learning: computer, audio, tactile and visual. We are playing "catch-up" with the literacy problem. One solution is to team/partner with business and industry for donations of discarded equipment and up-to-date information.

Some good programs include:

1) Milliken Word Processing
   - Milliken Publishing Co.

2) Core Reading
   - Educational Activities, Inc.

3) Gapper - This is a language arts program using Laubach related materials.
- Human Relations Media

4) Minnesota Education Computer Consortium (MECC)
(See Appendix A, 2)

Teacher Resources

Donna Miller-Parker
Penton Vocational Technical Institute, WA

Sharon Martin
Wenatche Valley Community College, WA

The software listed below is used to produce software, signs, posters, and puzzles for and by the students:

1) Word Search - This software creates a puzzle.
- Hartley Courseware, Inc.

2) Crossword Magic - The teacher and students can design puzzles.
- Mindscape Software

3) Print Shop - The students can make posters, banners, and cards.
- Broderbund Software

4) Worksheet Generator - The teacher can generate worksheets with whole numbers. (See Appendix A, 3)
- Milliken Publishing Co.

5) Milliken Math Sequence - This drill and repetition builds the human element in by programming number of drills and number to be correct, has management system.
- Milliken Publishing Co.

Math Presentation: Computers Coupled with Conceptual Understanding

Gary Higashi
Grays Harbor Community College, WA

When selecting appropriate materials, spend time understanding the concepts and have complete familiarity before putting students into a workbook. The computer excels in drill and practice and immediate feedback, but not in teaching the concept. In examining software,

make sure there is ample time lapse to allow the student an opportunity to figure the problem.

Math is both language and numbers dealing with creative thinking: a process in six (6) areas:

a) Think making (identification)

b) Qualifications (adjectives)

c) Classifications (categorizing everything)

d) Structure analysis (why is this a . . .)

e) Operational analysis (what comes first)

f) Analogies (what is like. . .)

Software worth considering:

1) Survival Math - This is a good basic skills software.
- Sunburst

2) Math Blaster
- Davidson and Associates

3) Independent Mastery Testing System for Math Skills
- Cambridge, The Adult Education Co.

4) KET Series - The charts and graphs are very good with solutions readily available.
- Kentucky Educational Television

Basic Skills and GED Writing Workshop

Carole Bartholomew
The Northern Institute, AK

Gary Higashi
Grays Harbor Community College, WA

Word processing (WP) software can be a big help for the 1988 writing sample since student's handwriting is often illegible. Additionally, students tend to write more on a word processor. Functional literacy includes computer literacy. Students in ABE/GED programs need to improve their writing skills in order to:

-- communicate (socially, in business)
-- survive in the job market (hold on to job)

-- maintain self esteem (confidence)
-- show competence (success on the GED writing sample) (See Appendix A, 4)

There are two myths about writing: The first myth is that a writer knows what he or she is going to say immediately. The fact is, writing is a process.

The second myth is that writing is a linear process. Actually, writing is an ongoing process. It is also a social process in which content, strategy, and structure are all decisions that involve change. The writing of the document is usually 90 percent writing and 10 percent product.

Using a word processor gives a student a lot of power. It can improve his/her skills by focusing on thinking and creating. The word processor becomes an alternative to handwriting; it utilizes the language experiences of the students as they see their own ideas and words in print; and it shows how their ideas become real and important.

Why does word processing work with ABE students? Since computers are new; the students haven't failed at them before. Also, word processors are impartial correctors; they don't have a red pencil, and the instructor isn't involved in the computer process. Finally, unlike textbooks, a word processor does not separate writing and grammar; you learn both at the same time.

Some available software:

1) Appleworks Tutorial - This is a tutorial system with step-by-step directions.
- Apple Computer Co.

2) Milliken WP - It is an easy-to-use writing process that can be transferred to other sites.
- Milliken Publishing Co.

3) Magic Slate - This software is less cumbersome than Appleworks.
- Sunburst

When writing an expository paragraph, follow these steps:

1) The student should choose a topic.

2) Plot the paragraph in one's mind with:
a) Select a topic sentence

b) Write 3-4 supporting sentences
c) Draw conclusion.

3) Compose a rough draft.

4) The tutor or instructor will review the paper and circle the areas needed for further instruction.

5) Student goes to the word processor or other resources for drill and practice on errors.

6) Word process the final draft.

7) The instructor provides final evaluation.

Reading Workshop

Betty Morrow
Everett Community College, WA

Annabelle Lavier
Treaty Oak Community College, OR

Students reading low level materials enjoy and, in fact, need the assistance of a tutor. As well as confronting their inadequacies with the printed word, the student is confronting a computer. Tutors can help the ABE student understand some advantages of using a computer:

1) Self-esteem - I am using a computer just like my neighbor.

2) Socialization - everyone in class is using one.

3) Success element - this machine lets me advance at my own level.

For an entry level reader, this software is good:

1) Milliken Comprehension Power
- Milliken Publishing Co.

2) Speed Reader II
- Davidson and Associates

3) Dilemma
- Educational Activities Inc.

4) Gapper
- HBM Software
A Division of Human Relations Media

5) Comprehension Power
- Milliken Publishing Co.

English as a Second Language (ESL)

Linda Newton
Treaty Oak Community College, OR

Lucy MacDonald
Chemeketa Community College, OR

ESL students should always be considered when developing software. This population of an ABE Program will find computers in the workplace, shopping and in the home. For some students; however, the first experience with computer education is frightening. If the computer has total oral directions, then the anxiety is lessened. At times, the lack of a face-to-face learning situation hinders their progress. A tutor is sometimes needed to bridge the gap between face-to-face learning and computer learning.

Software suggested:

1) Language Arts - This program is especially strong for verb usages.
- Milliken Publishing Co.

2) Word Attack - The teacher can record his/her own words for this drill.
- Davidson and Associates

3) Bank Street Writer - This is a good, easy to use program.
- Broderbund
(See Appendix A, 5)

4) Easy Idioms in English - This software provides a variety of exercises.
- Regents

5) The Grammar Examiner - Good software using the design of a board game
- Designware

6) Where in the World is Carmen San Diego? - This program is outstanding for Social Studies and Reading skills.
- Broderbund
(See Appendix A, 6)

Here's Looking at You - Interactive Video

Lucy MacDonald
Chemeketa Community College, OR

Linda Grosso
Southwestern Oregon Community College, OR

Videodiscs can be integrated into a curriculum, but changes will be continuous depending on the student population.

There are several levels of hardware:

1) Videodisc player/TV

2) Discplayer/microprocessor and TV (non-adaptable)

3) Computer/discplayer and TV (2 screens)

4) Laserdisc

Software: (See Appendix A, 7)

1) The Core Concepts in Science and Mathematics - Systems Impact, Inc.

Evaluating Software

Sharlene Walker
Treaty Oak Community College, OR

The evaluation of software, includes the evaluation of training manuals, course guides and workbooks. These materials must be effective in helping learners achieve their goals.

1. Focus on a "Software of the Week" and allow time for each teacher to preview.

2. Provide tuition waivers to encourage staff to take computer classes.

3. Provide a monthly "tutor" meeting (5 hrs. in each alternative system)

4. At conferences and in-service have staff present on a topic system out of their strength.

5. Compile a "Computer User" Guide.

6. This concept works best when using team presentations of one novice and one veteran. The novice is someone who is relatively new a particular program.

OBJECTIVE 3: To join a network of other ABE Programs using Commodore, IBM, WICAT computers and software.

One of the outstanding benefits was the informal information exchange network developed and experienced during the workshop. A continual exchange of information, personal evaluations, teaching techniques, student responses and insight into the software options was certainly shared by all participants. The inclusion of the November, 1986, issue of the Adult Basic Skills Technology Newsletter in this report is representive of the networking shared by presenters, participants, and vendors. (See Appendix E)

OBJECTIVE 4: To share materials, information, and network with other Adult Basic Education Program Directors.

As a realization of this project, the Computer-Assisted Instruction Adult Literacy Workshop Final Report will be distributed to all ABE Program Directors at the Second Annual Adult Basic Education Conference "Models and Practices for Adult Educators." This conference will be held February 20 and 21, 1987, at the Tempe Mission Palms. A copy of the Final Report will be mailed to those Program Directors unable to attend the conference. (See Appendix D, 2)

DISSEMINATION

This Final Report provides its readers with a synopsis of the presentations, software titles and participant comments. To facilitate using the report, the listing of software publishers and addresses is located in Appendix B.

EVALUATION

This publication with its presenter/participant summary regarding the software will complete an evaluation process. The purchase and inclusion of software previewed at the Computer-Assisted Instruction Adult Literacy Workshop in the RSCC/ABE Program completes a successful program evaluation.

CONCLUSION

Attendance at this Northwest Area Workshop or one of its equivalency is indeed a benefit to any program utilizing or considering computer-assisted instruction. The patience, hands-on experience, and professionalism of the Software Institute personnel allowed the participants to leave with an understanding of software options for any adult literacy needs.

APPENDICES

Appendix A

1. Computer-Assisted Instruction Adult Literacy Workshop
2. Laubach Book 1
3. Crossword Magic, Posters and Cards, Worksheet Generator
4. Applications Matrix
5. ERIS - Educational Resources and Information Services
6. ESL Software Suggestions, Technology and the ESL Student, ESL-LAB Options
7. Interactive Video

REGISTRATION
COMPUTER-ASSISTED INSTRUCTION
ADULT LITERACY WORKSHOP

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

Institution _____ Position _____

Registration Fees

___ 1st Session, Mon-Wed, Aug. 18-20..$150
Continuation Session, Thurs-Fri,
Aug. 21-22.....$100

___ Room & Board (Dorm), Sgl.....$30/day
(Meals included in cost. Pay upon arrival.)

___ I am interested in the credit option.
Register at the workshop.

Make registration fees check payable to:
Software Project
Mail registration and fees to:

Annabelle Lavier, Coordinator
Treaty Oak Community College SD
300 East 4th Street
The Dalles, OR 97058

For more information contact:
Annabelle Lavier....(503) 296-5444
Bob Clausen.....(503) 378-8560

----------clip and mail----------

Computer-Assisted Instruction
Adult Literacy Workshop
Treaty Oak Community College SD
300 East 4th Street
The Dalles, OR 97058

COMPUTER-ASSISTED INSTRUCTION
ADULT LITERACY WORKSHOP
Sponsored by
Region X Adult Education Software Project and Oregon State University

This computer-assisted instruction workshop will be staffed by Region X Software Project members from Alaska, Idaho, Oregon, Washington along with Oregon State University personnel. Some of the topics covered in the workshop will be:

1st Session:

- CAI & Adult Basic Literacy
  Math, Writing, Spelling
  Language Arts, Reading
  ABE, GED
- Best software for ABE, GED
- ABE, GED Skills Improvement
- Expanded Use of CAI in Basic Education
- Management Systems, Recordkeeping, Student Progress, Laubach Materials

2nd Session:

- Integration of Software & Published Materials
  Software and common use of published materials
  Readability of materials
  Integration of participants' resource materials with software
- Interactive Video: Laser and VCR Programs
- Technical Assistance Session

COMPUTER-ASSISTED INSTRUCTION
ADULT LITERACY WORKSHOP

Oregon State University
Corvallis, Oregon
August 18-22, 1986

NATIONAL WORKSHOP

IF . . . you teach adult basic skills
. . . you administer an adult literacy program
. . . you are a volunteer in a literacy program
AND . . . you have or plan to have a computer available to assist with instruction
. . . you wish to make more effective use of CAI
. . . you want to become familiar with good basic skills software
THEN . . . the Region X Adult Education Software Workshop should interest you.

This is a <u>national</u> workshop on the use of computers in literacy programs.

CREDIT AVAILABLE: ED 508, Workshop - CAI, 1 credit, $30.00

WORKSHOP OBJECTIVES:

- To understand potential uses of computers in adult literacy.
  - Instruction
  - Basic skills improvement
  - Recordkeeping and student progress
  - Higher level reasoning and thinking
- To become familiar with good basic skills software appropriate for adults with literacy needs.
  - Demonstrations by expert practitioners
  - Ample personal hands-on time
- To establish an information exchange network among workshop participants.
  - Newsletter
  - Electronic mail
- To enjoy a stimulating educational experience in the Pacific Northwest.
  - Pleasant days
  - Cool nights

SPONSORED JOINTLY BY:

- Region X Adult Education Consortium
  Software Project
  Alaska, Idaho, Oregon, Washington
- Postsecondary Education Department
  Oregon State University
  Corvallis, Oregon

SPONSORING ORGANIZATIONS:

The Region X Adult Education Consortium Software Project was organized in 1983 with three experienced adult educators knowledgeable in the use of computers from each of the states of Alaska, Idaho, Oregon and Washington. The goal was to analyze software appropriate for adults with literacy needs and to facilitate the effective use of computers in basic skills classrooms and labs.

Oregon State University, Postsecondary Education Division, offers Master of Adult Education with an emphasis in developmental education, English as a second language, developmental reading, community college, and training and development. It also offers a Doctor of Education with a major focus in adult education.

LAUBACH BOOK 1

COMPUTER

Reading

1. Reading selections on word processing
   Milliken Word Processing by Milliken
   cataloged by lesson title

2. Gapper by HRM

Vocabulary/Spelling

1. Elementary Language Arts Vol. 2 #730 by MECC
   The vocabulary words for each unit are presented in flash card format. The time of the flash can be changed. The front side contains the preview /spelling words. The reverse side contains all the vocabulary words in the lesson. Files are stored under the title of the lesson.

2. Crossword Magic by L&S Courseware, Inc.
   Crossword puzzle builder. Encourage students and/or learners to build their own puzzles.

Supplemental Material

1. K-2 #731 by MECC
   Train: sequential list of the alphabet. The student selects the missing middle letter. Caterpillar: similar to Train except the program uses upper case letters. A is for Apple: drill on initial sounds. Student matches letter with picture.

LANGUAGE MASTER

1. Cards for initial sounds

2. Story sentences from each lesson

TACTILE

1. Vocabulary on flashcards (crayon)

Reading

1. Core Reading by EAI
   At this level of instruction, the student can use either Laubach Book 2 or Core Reading as the central part of the Directed Reading Lesson. The instructor can coordinate the two, using one during the tutorial session and the other in the learning lab. A check on the vocabulary of Laubach and Core Reading showed that the controlled vocabulary is close. Both programs teach to similar objectives.

2. Lessons on Milliken Word Processing

Vocabulary/Spelling

1. Word Attack by Davidson
   Program contains the vocabulary words for each lesson. Lessons are listed by title on the data disk.

2. Crossword Magic by L&S Courseware, Inc.
   Crossword puzzle builder. Encourage students and/or learners to build their own puzzles.

3. Elementary Language Arts, Vol. 2 #730 by MECC
   The vocabulary words for each unit are presented in flash card format. The time of the flash can be changed. The front side contains the preview/spelling words. The reverse side contains all the vocabulary words in the lesson. Files are stored under the title of the lesson.

Supplemental Material

1. Verbs 1, 2, and 3 by Hartley.
   Drill and practice on irregular verbs.

LANGUAGE MASTER

1. Cards for each skill lesson

2. Dictation sentences

TACTILE

1. Vocabulary words on flash cards

2. Worksheets available for each skill lesson.

1. Core reading by EAI
   At this level of instruction, the student can use either Laubach book 3 or Core Reading as the central part of the Directed Reading Lesson. The instructor can coordinate the two, using one during the tutorial session and the other in the learning lab. A check on the vocabulary of laubach and Core Reading showed that the controlled vocabulary is close. Both programs teach to similar objectives.
2. Weird and Wacky World by EAI
   Students like the adult interest/low reading level selections. Comprehension checks include multiple choice and CLOZE. The accompanying worksheets can be used but are not necessary for the understanding of the concepts.

Vocabulary/Spelling

1. Word Attack by Davidson
   Program includes an introduction to the vocabulary word, a synonym check, a fill-in-the-blank exercise, and a speed matching game. The program is teacher adaptable.
2. Elementary Language Arts, Vol. 2 #730 by MECC
   The vocabulary words for each unit are presented in flash card format. The time of the flash can be changed. The front side contains the preview/spelling words. The reverse side contains all the vocabulary words in the lesson. Files are stored under the title of the lesson.

Supplemental Materials

1. Spelling, Vol. 1 #726 by MECC
   There are 25 lists of 20 words. The student must select the correct word from the three examples. The lists include homonyms and contractions. The student should be given the score sheet before starting the exercises. The score sheet includes places for student errors. The vocabulary for the lessons matches that of Laubach book 3. See the MECC manual for listings of all the words in the exercises.
2. Capitalization by Hartley
   The diskette contains seven lessons, each lesson a specific capitalization objective. The reading levels for the lessons are in the appendix.
3. Verb Usage by Hartley
   The program provides tutorial and plenty of drill on irregular verbs. Each of the forty lessons covers a different irregular verb. Do an initial diagnosis, assigning those lessons that fit the student's need. ESL students like this program. The lessons get increasingly more difficult, beginning on the third grade level and ending at the fifth grade level.

LANGUAGE MASTER

1. Cards for each skill lesson
2. Dictation sentences

CASSETTE TAPE

TACTILE

1. Vocabulary words on flash cards
2. Worksheets available for each skill lesson

Reading

1. Cloze Plus by Milliken
   Consists of three types of exercises: meaning completion, syntax completion, and CLOZE.

2. Comprehension Power Program by Milliken
   This multi-level reading comprehension program includes vocabulary development, preview reading, timed or untimed, and adult interest reading passages. The students need to be entered in the managment system before they can read selections.

Spelling/Vocabulary

1. Word Attack by Davidson
   Program includes an introduction to the vocabulary word, a synonym check, a fill-in-the-blank exercise, and a speed matching game. The program is teacher adaptable.
2. Elementary Language Arts, Vol. 2 #730 by MECC
   The vocabulary words for each unit are presented in flash card format. The time of the flash can be changed. The front side contains the previe/spelling words. The reverse side contains all the vocabulary words in the lesson. Files are stored under the title of the lesson.
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Supplemental Materials

1. Structural Spelling
   Computer/tape recorder spelling program.
2. English Basics: Parts of Speech by EAI
   Tutorial programs on homonyms, contractions, verbs, pronouns.
3. Verb Usage by Hartley
   Program provides tutorial and plenty of drill on irregular verbs. Each of the forty lessons covers a different irregular verb. Do an initial diagnosis, assigning those lessons that fit the student's need. ESL students like this program. The lessons get increasingly more difficult, beginning on the third grade level and ending at the fifth grade level.

LANGUAGE MASTER

1. Cards for each skill lesson
2. Dictation sentences

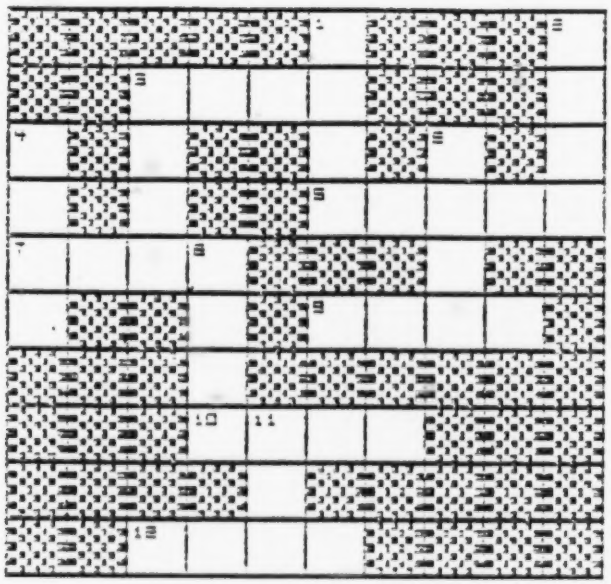
CASSETTE TAPE

TACTILE

1. Vocabulary words on flash cards
2. Worksheets available for each skill lesson.

CROSSWORD MAGIC
by Mindscape Software
about $35

LONG VOWELS

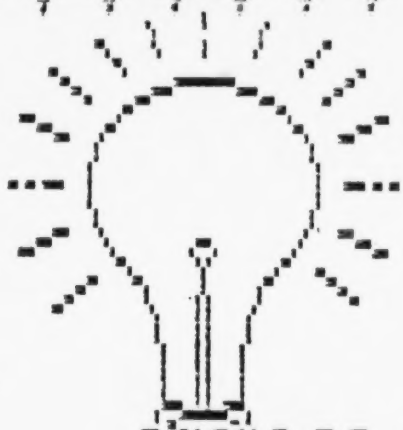


ACROSS CLUES

3. NOT BRING, BUT ____
6. WHAT YOU DO IN A CAR
7. DOES NOT COST MONEY
9. GET TOGETHER
10. WHERE YOU LIVE
12. COOK IN AN OVEN

DOWN CLUES

1. MUST HAVE
2. NOT NARROW
3. WHAT ____ IS IT?
4. NOT DEATH, BUT ____
5. LIKEABLE
8. INDIVIDUAL
11. ACORN TREE



WOW !

I CAN MAKE MY OWN POSTERS AND CARDS WITH PRINT SHOP AND PRINT SHOP COMPANION FROM BRODERBUND SOFTWARE !

EACH ABOUT $30

WORKSHEET GENERATOR
by Milliken
$40

DIVISION SEQUENCE 57

Levels refer to Milliken math software Can also print a copy with answers

NAME _____ DATE _____

1.	2.	3.	4.	5.
27)147	34)313	39)225	15)63	27)154
6.	7.	8.	9.	10.
93)373	53)53	28)204	51)255	50)252
11.	12.	13.	14.	15.
51)255	23)108	69)399	32)32	72)669

The Newsroom
by
Springboard Software
$40

The Newsroom was created for journalists of all ages. Experienced journalists will find it has the tools and flexibility to create surprisingly stylish, sophisticated publications. Novices, young and old, will find it provides a fascinating introduction to the world of journalism and newspapers. It's fun to write your own newspaper and doing so challenges organizational skills, writing abilities and creative processes.

When you are working in The Newsroom, you are busy organizing thoughts, translating them into prose, creating photos out of clip art, laying out the pages and rolling the presses. You can develop newspapers, newsletters, brochures, flyers and information packets for your business, school, class, club, team, family and neighborhood. You can write, edit, illustrate and add a personal touch to each publication. Use of The Newsroom is limited only by your imagination.

This instruction booklet is in two parts. The first part describes The Newsroom and includes detailed instructions on how to use the many features provided by the program. The second part is a complete guide to creating a newspaper. It includes valuable information on topics such as how to organize a newspaper staff, strategies for getting an interview, how to create a headline and how to use photos to tell a story. The appendices include a glossary of newspaper terms, an annotated bibliography and a chart of proofreaders' symbols. The Newsroom is easy to use and will allow you to create a fun and professional looking newspaper of your own.

BEST COPY AVAILABLE

Howard and Rover's WEEKLY NEWS
MAY-22-1985 ISSUE 13
SCHOOL IS OUT AND THE PAPER ADDS NEW FEATURES
MISTER HOPPER MAKES AN OFFER WE CAN'T REFUSE
TENNIS THE MENACE
HLR WEEKLY TO BE TRANSMITTING TO NORTH PARKSIDE READER

NORTHEAST HIGH SCHOOL NEWSPAPER
Created by The Students and Faculty of N. H. S.
December 18, 1984 Vol. 2
BULLDOGS TAKE A BITE OUT OF BAYVIEW
NOT EVERY ONE LIKES LEMON MERINGUE PIE
STOP THIEF
WHOEVER YOU ARE
NOMINATIONS FOR STUDENT COUNCIL THIS WEEK
WANTED
VOLUNTEERS TO HELP PAINT THE NEW COMPUTER CENTER

APPLICATIONS MATRIX *

DIRECT INSTRUCTION APPLICATIONS	CHARACTERISTICS	BEST USE*
Drill & Practice	Presents a series of structured problems or exercises with immediate feedback to student responses.	To provide opportunities for practice when mastery of a new skill or information is desired. Should be used after initial instruction.
Educational Game	Combines skill and chance with opportunities for practice in an entertaining context.	To provide motivating and engaging opportunities for practice after a skill or new information has been taught.
Simulation	Imitates real life or hypothetical situations. Allows students to interact and modify variables.	To provide opportunities for independent experimentation, where students can apply principles, discover relationships, and test assumptions in a realistic context.
Demonstration	Shows physical objects, systems and processes through graphics and text;is similar to an animated film.	To support the introduction of new information in a classroom group presentation.Also as an individual review tool after a group presentation.
Tutorial	Introduces new information on a step-by-step basis with frequent quizzes and feedback.	To introduce new material when objectives and information are clearly specified. Best used with students who either must work individually or prefer to work alone.
Problem Solving	Requires students to apply know information to new settings. Demands logical thinking and the ability to follow directions carefully.	To develop student skills in logic, problem solving and following directions. Best used with three students or fewer in independent study arrangements.

* It should be emphasized that these applications are not limited to these uses. They can be used in many other ways by a creative teacher. Our purpose here is only to suggest in general terms the "best use" of these applications.

*From the Alaska Computer Training Series, Department of Education, Juneau, Alaska

ERIS *Educational Resources & Information Services*

P.O. Box 3704
Eugene, OR 97403
U.S.A.

Phone: (503) 747-9533

"The Game Show" - by Advanced Ideas (Chinkapin)
Computer version of the old Password game. Students enjoy playing this in pairs to work on vocabulary. Teacher can enter additional lists of words and clues to make this activity good reinforcement for new vocabulary learned in class. The authoring function works pretty easily if you can think of good clues. ($28)

"Square Pairs" - by Scholastic Software (Chinkapin)
Computer version of the old game of concentration. Teacher can easily make additional games with matches for irregular verb forms (present/past), pragmatically associated words like salt/pepper, dog/cat, knife/fork, etc., or a game of opposites. ($14)

"Crossword Magic" - by Mindscape (Chinkapin)
Makes crossword puzzels with ease. Excellent. ($36.50)

Writing

"Bank St. Writer - by Broderbund (Chinkapin)
Easy to use word processor. ($49)

"Sensible Speller" - by Sensible Software (Chinkapin)
Spelling checker program. Excellent tool. highlights misspelled words. Will suggest possible correct spellings or students can look up the words in a print dictionary. Make sure to get the version that is compatible with your computer system. ($87.50)

"Magic Slate" - by Sunburst (Chinkapin)
A word processing program with three different versions of increasing complexity. The simplest level can display and print large letters for easy reading by beginning readers. The third level has many powerful word processing features. We've discontinued using it because it lacked a spelling checker and because we found the program operation of BSW II easier for novice computer users. ($67)

"The Newsroom" - by Springboard (Chinkapin)
Program combines primitive word processing features with graphics generation, "clip art," and column layout capability to enable production of student newspapers with computers. It is a little cumbersome to use. ($35)

Reading

"Success With Reading" - by Scholastic Software (Phone 800 325-6149)
Cloze generating program. More options than "Missing Links." Includes grade level readers for children. ($99.95)

"Reading With Captain Yes" - by Addison-Wesley
ESL reading instruction for children. Utilizes both traditional activities like timed reading practice and comprehension questions, and also simple participatory stories of interest to children.

Technology and the ESL student

Lucy Tribble MacDonald
Chemeketa Community College
Salem, Or.

Equipment Sound Options:

Hartley Cassette Connect Device: hooks regular cassette tapes up to the computer. The benefit is that the student hears normal sound and a familiar voice. The disadvantage is that you have to make your own tapes and lots of them.

Echo II+ : This voice synthesizer still sounds rather stilted. The advantage is that students can hear what they type. The disadvantage is that it make sound more like computer talk than English and that intonation may be a problem.

Ufonic: The quality of the sound is better with this voice digitizer. The disadvantage is that the programs must be developed in house by the company and cannot be done by the individual.

Interactive Videodisc: This is good quality sound. Some lessons have been done with movies that can be rented. With a program, like LaserWorks, lessons can be written to access various audio sections of the disc. The disadvantage is that you must use canned discs, even though you can use them in a variety of ways.

Programs that encourage discussion:

Where in the world is Carmen SanDiego? by Broderbund
The foreign students like this program because they can travel all over the world. Although it is a who-dun-it theme, it can be used to teach how to use references, since many of the clues are found in the World Atlas.

Oregon Trail by MECC

This program also includes a little geography lesson. Students often argue over how much to spend on oxen and ammunition. I often try to group students from different language backgrounds together, so they are strongly encouraged to practice their English. The text and pictures on the screen help. If the students don't know a particular word they can always point.

Murder by the Dozen by CBS

Although solving murder mysteries may be difficult for some students, this is still a good program to help students discuss. The game is designed so it can be played by 4 different people. It has an interesting concept of sequence built in. The person who is the furthest away from the answer is the one who goes next. So everyone must pay attention, since no one is quite sure when his turn will be.

Resources:

C.A.L.L. Digest (Computers and Language Learning)
c/o KINY
2024 Center Ave. #26
Fort Lee, NJ 07024

Pamphlet with articles for ESL students and a calendar of conferences.

CALICO
3078 JKHB
Brigham Young University
Provo, UT 84602

Sept.21-23 conference will be held in Vancouver, BC.
Produces a very slick magazine with high quality articles.

TREATY OAK COMMUNITY COLLEGE, S.D.
300 E. 4th ST. * PH: 296-5444
THE DALLES, OREGON 97058

ESL Lab

THIS IS A LIST OF SOME LAB MATERIALS IN APPROXIMATE ORDER FROM EASIEST TO MOST DIFFICULT THAT COULD HELP STUDENTS DURING NON-ESL CLASS TIMES.

Golden Book --For a very beginner in English proficiency and literacy skills. Cassette tape and book are in ESL cupboard. Teaches basic vocabulary.

ESL computer software -- Similar types of vocabulary words as Golden Book . Students must be able to read some to use program. It does not help with pronunciation and seems to mainly help in spelling and memorizing vocabulary.

Language Master --Can be used to help teach reading to a student with intermediate spoken English skills, or to teach pronunciation to a student with native language literacy skills.

CORE --Good for students who have some reading skills but are still learning. The students should also have some English speaking skills.

LADO --This series is housed in the ESL classrooms. It is a good series for well-educated students learning English. It goes from beginning to advanced levels. Literacy skills are needed for this series.

Milliken Comprehension --Start with lowest level even for advanced students. They can move to a higher level anytime they feel ready. This series seems to work best if students are well educated. It improves vocabulary and comprehension. It does not teach reading.

Kentucky Grammar tapes --To be used with students who have high English proficiency and literacy background. Good for GED preparation, TOEFL preparation, and developmental college course work.

LASER LINGO

Levels of Laserdisc Players

Level 1 - the laserdisc with the remote control unit only a standalone unit

Level 2 - laserdisc with on board microprocessor disc must be specially encoded to take advantage of the microprocessor

Level 3 - stand alone laserdisc hooked up to a separate computer, allows for the most interaction

CED vs. CAV

CED = Extended Play, mode used for movies condenses play time to 1/2 hr. per side

CAV = Standard Play, mode which allows for the most functions

FUNCTIONS:

freeze frame - unlike tape, videodisc can hold a single frame for unlimited time without damage to the media

frame search - 2 second search time to any of the 54,000 frames

chapter search- allows for searches via major categories

multi speed - nine speeds are available from slow motion to fast both forward or reverse

two channel audio - channels may be used for stereo sound or each channel may be recored separately with different information

File: LASERDISCS
Report: Laser Labels

Title: Acute Leukemia Morphology
Ed Type: Nursing
Cost: 250.00
Company: American Technology Resources
St. Address: 1245 North Providence Road
City: Media
State: Pa
Zip: 19063
Tel. No.: (215) 565-6434

Title: Advanced Electronics
Ed Type: Electronics
Cost:
Company: National Education Training Corp.
St. Address: 101 Merritt 7
City: Norwalk
State: CO
Zip: 06851-1027
Tel. No.: (203) 849-0067

Title: Applied Algebra
Ed Type: Math
Cost: 3995.00
Company: Health EduTech
St. Address: 7801 East Bush Lake Road Suite 350
City: Minneapolis
State: MN
Zip: 55435
Tel. No.: (612) 831-0445

Title: Assessment of Neuromotor Dysfunction in Infants
Ed Type: Nursing
Cost:
Company: William and Wilkins
St. Address: 428 East Preston St.
City: Baltimor
State: Maryland
Zip: 21202
Tel. No.:

Title: Astronomy
Ed Type: Science
Cost: $500
Company: Video Visions
St. Address: 7 Waverly Place
City: Madison
State: NJ
Zip: 07940
Tel. No.: (201) 377-0302

Title: Basic Chemistry for Biologist
Ed Type: Science
Cost: 1200
Company: Systems Impact Inc
St. Address: 4400 MacArthur Blvd NW, Suite 203
City: Washington
State: DC
Zip: 20007
Tel. No.: (202) 342-9369

Title: Basic Electronics
Ed Type: Electronics
Cost:
Company: National Education Training Corp
St. Address: 101 Merritt 7
City: Norwalk
State: CO
Zip: 06851-1027
Tel. No.: (203) 849-0067

Title: Basic Math
Ed Type: Math
Cost: 3995.00
Company: Health EduTech, Inc.
St. Address: 7801 east Bush Lake Road Suite 350
City: Minneapolis
State: MN
Zip: 55435
Tel. No.: (612) 831-0445

Title: Bio Sci
Ed Type: Science
Cost: $500.00
Company: Videodiscovery
St. Address:
City:
State:
Zip:
Tel. No.:

Title: Classroom Behavior Record
Ed Type: Teacher Training
Cost:
Company: University of Iowa
St. Address: 500 Newton Rd
City: Iowa City
State: Iowa
Zip: 52232
Tel. No.: (319) 353-6800

Title: Criminal Justice
Ed Type: Criminal Justice
Cost:
Company: Dyersburg State Community College
St. Address:
City: Dyersburg
State: Tenn.
Zip: 38025
Tel. No.: (901) 2825-6910

Title: Developing Your Financial Strategy
Ed Type: Economics Business
Cost: $19.95
Company: VideoDisCourse
St. Address: 605 Utterback Store Rd.
City: Great Falls
State: VI
Zip: 22066
Tel. No.: (703) 430-8692

Title: Development of Living Things
Ed Type: Science
Cost: 75
Company: WICAT
St. Address: PO Box 539
City: Orem
State: UT
Zip: 84057
Tel. No.: (800) 453-1145

Title: Disorders of the Nervous System: Mentation
Ed Type: Nursing
Cost: 175.00
Company: American Technology Resources
St. Address: 1245 North Providence Road
City: Media
State: Pa
Zip: 19063
Tel. No.: (215) 565-6434

Title: Disorders of the Nervous System: Motor
Ed Type: Nursing
Cost: 175.00
Company: American Technology Resources
St. Address: 1245 North Providence Road
City: Media
State: Pa
Zip: 199063
Tel. No.: (215) 565-6434

Title: Earth Science
Ed Type: Science
Cost: 2400
Company: Systems Impact Inc
St. Address: 4400 MacArthur Blvd NW, Suite 203
City: Washington
State: DC
Zip: 20007
Tel. No.: (202) 342-9369

Title: Earth Science
Ed Type: Science Geology
Cost: $400
Company: Video Visions
St. Address: 7 Waverly Place
City: Madison
State: NJ
Zip: 07940
Tel. No.: (201) 377-0302

Title: Electrical Technology: AC/DC
Ed Type: Electronics
Cost:
Company: National Education Training Corp.
St. Address: 101 Merritt 7
City: Norwalk
State: CO
Zip: 06851-1027
Tel. No.: (203) 849-0067

Title: Encyclopaedia of Eastern Pacific Sealife
Ed Type: Science
Cost: 99.95
Company: Voyager Press
St. Address: 2139 Manning Ave
City: Los Angeles
State: CA
Zip: 90025
Tel. No.: (213) 475-3524

Title: History DisQuiz
Ed Type: History
Cost: 29.95
Company: Pioneer
St. Address: 200 West Grand Ave
City: Montvale
State: NJ
Zip: 07645
Tel. No.: (800) 421-1404

Title: How to Start a Small Business
Ed Type: Business
Cost:
Company: Maryland Public Television
St. Address:
City:
State:
Zip:
Tel. No.:

Title: How your Heart and Circulatory System Works
Ed Type: Science
Cost: 100
Company: Simon Fraser University
St. Address: Burnaby
City: BC 25A 1S6
State: CANADA
Zip:
Tel. No.: (604) 291-4418

Title: Infinity Factory
Ed Type: Math
Cost: 300.00
Company: Great Plains National ITV Library
St. Address: PO Box 80669
City: Lincoln
State: NE
Zip: 68501
Tel. No.: (800) 228-4630

Title: Interactive Videodisc Science
Ed Type: Science
Cost: 425.00
Company: Great Plaains National ITV Library
St. Address: PO Box 80669
City: Lincoln
State: NE
Zip: 68501
Tel. No.: (800) 228-4630

Title: Intro to Economics
Ed Type: Economics
Cost: 500.00
Company: MECC
St. Address: 3490 Lexington Ave.
City: St. Paul
State: MN
Zip: 55112
Tel. No.: (612) 481-3500

Title: Intro to the IBM PC
Ed Type: Science
Cost: 1880
Company: Interactive Research Corp.
St. Address: 3080 Olcott St, Suite 200B
City: Santa Clara
State: CA
Zip: 95051
Tel. No.: (408) 986-1420

Title: Introduction to Computer Science
Ed Type: Computers
Cost: 1950.00
Company: JAM
St. Address: 300 Main St
City: East Rochester
State: NY
Zip: 14445
Tel. No.: (716) 385-6740

Title: IVIS Courseware Library
Ed Type: Computers
Cost: 2500.00
Company: Digital Equipment Corp
St. Address: 12 Crosby Drive
City: Bedford
State: Ma
Zip: 01730
Tel. No.:

Title: Joys of Stocks: Forbes Guide to the Stock Market
Ed Type: Economics
Cost: 34.95
Company: Pioneer
St. Address: 200 West Grand Ave
City: Montvale
State: NJ
Zip: 07645
Tel. No.: (800) 421-1404

Title: Life Cycles
Ed Type: Science
Cost: 495.00
Company: American Technology Resources
St. Address: 1245 North Providence Road
City: Media
State: Pa.
Zip: 19063
Tel. No.: (215) 565-6434

Title: Life Cycles
Ed Type: Science
Cost: 495
Company: Videodiscovery, Inc.
St. Address: PO Box 85878
City: Seattle
State: WA
Zip: 998145
Tel. No.: (206) 547-7981

Title: Many Roads to Murder?
Ed Type: Problem Solving
Cost: $39.95
Company: Mystery Disc
St. Address:
City:
State:
Zip:
Tel. No.:

Title: Mastering Decimals and Percents
Ed Type: Math
Cost: 600.00
Company: Systems Impact Inc.
St. Address: 4400 MacArthur Boulevard, NW, Suite 203
City: Washington
State: DC
Zip: 342-9369
Tel. No.: (202) 342-9369

Title: Mastering Fractions
Ed Type: Math
Cost: 1,800.00
Company: Systems Impact, Inc.
St. Address: 4400 MacArthur Blvd. NW, Suite 203
City: Washington
State: DC
Zip: 20007
Tel. No.: (202) 342-9369

Title: Mastering Ratios
Ed Type: Math
Cost: 1800.00
Company: Sytems Impact Inc.
St. Address: 4400 MacArthur Blvd NW, Suite 203
City: Washington
State: DC
Zip: 20007
Tel. No.: (202) 342-9369

Title: Math Assessment
Ed Type: Math
Cost: 295.00
Company: Systems Impact Inc
St. Address: 4400 MacArthur Boulevard NW, Suite 203
City: Washington
State: DC
Zip: 20007
Tel. No.: (202) 342-9369

Title: Math for Electronics
Ed Type: Math
Cost:
Company: National Education Training Corp.
St. Address: 101 Merritt 7
City: Norwalk
State: CT
Zip: 06851-1027
Tel. No.: (203) 849-0067

Title: Math in Biology
Ed Type: Science, Pre Nursing
Cost: $495.00
Company: Ed. Assessment Center PB-30
St. Address: University of Washington
City: Seattle
State: WA
Zip: 98195
Tel. No.:

Title: Math in Biology
Ed Type: Math
Cost: 495
Company: Educational Assessment Centr
St. Address: 453 Schmitz Hall, PB-30 Univ. of Wa.
City: Seattle
State: WA
Zip: 98105
Tel. No.:

Title: Maze Mania
Ed Type: Problem Solving
Cost: $29.95
Company: Optical Programming Associates
St. Address:
City:
State:
Zip:
Tel. No.:

Title: Mechanical Technology
Ed Type: Electronics
Cost:
Company: National Education Training Corp.
St. Address: 101 Merritt 7
City: Norwalk
State: CT
Zip: 06851-1027
Tel. No.: (203)849-0067

Title: Med. Applications: Hematology
Ed Type: Nursing
Cost: 300.00
Company: American Technology Resources
St. Address: 1245 North Providence Road
City: Media
State: Pa
Zip: 19063
Tel. No.: (215) 565-6434

Title: Medical Disc Reporter
Ed Type: Newsletter
Cost: 55.00/yr.
Company:
St. Address: 6471 Meritt Court
City: Alexandria
State: Va
Zip: 22312
Tel. No.:

Title: Murder Anyone?
Ed Type: Problem Solving
Cost: $39.95
Company: Mystery Disc
St. Address:
City:
State:
Zip:
Tel. No.:

Title: NASM Archival Videodisc 1
Ed Type: History
Cost: 39.95
Company: Records Management Division
St. Address: National Air and Space Museum
City: Washington
State: DC
Zip: 20560
Tel. No.: (202) 357-3133

Title: National Gallery of Art
Ed Type: Art History
Cost: $95
Company: Pioneer
St. Address: 381 Park Avenue S. Suite 1601
City: New York
State: NY
Zip: 10016
Tel. No.:

Title: National KidsDisc
Ed Type: Miscellaneous
Cost:
Company: Pioneer
St. Address:
City:
State:
Zip:
Tel. No.:

Title: New Electronic Technologies
Ed Type: Electronics
Cost: 2500.00
Company: JAM
St. Address: 300 Main St
City: East Rochester
State: NY
Zip: 14445
Tel. No.: (716) 385-6740

Title: Pallas
Ed Type: Study Skills
Cost:
Company: Society for Visual Education
St. Address:
City:
State:
Zip:
Tel. No.:

Title: Pathfinder: A Career Decision Process
Ed Type: Career Guidance
Cost: $1500/yr. by subscription
Company: Interactive Video Systems, Inc.
St. Address: 5001 West 80th Street
City: Minneapolis
State: MN
Zip: 55437
Tel. No.: 1-800-328-9341 or (612) 893-9661

Title: Philip Pearlstein Draws the Artist's Model
Ed Type: Art
Cost: $49.95
Company: Interactive Media Corporation
St. Address: 165 West 46th Street, Suite 710
City: New York
State: NY
Zip: 10036
Tel. No.: (212) 382-0313

Title: Puzzle of the Tacoma Narrows Bridge Collapse
Ed Type: Science
Cost: 125
Company: John Wiley and Sons
St. Address: 605 Third Ave
City: New York
State: NY
Zip: 10158
Tel. No.: (212) 850-6000

Title: Reading for Electronics
Ed Type: Reading
Cost:
Company: National Education Training Corp.
St. Address: 101 Merritt 7
City: Norwalk
State: CT
Zip: 06851-1027
Tel. No.: (203) 849-0067

Title: Sight through Sound
Ed Type: Nursing
Cost: 495.00
Company: American Technology Resources
St. Address: 1245 North Providence Road
City: Media
State: Pa
Zip: 19063
Tel. No.: (215) 565-6434

Title: Space Archive Collector's Edition
Ed Type: Science
Cost: 39.95
Company: Pioneer
St. Address: 200 West Grand Ave
City: Montvale
State: NJ
Zip: 07645
Tel. No.: (800) 421-1404

Title: Symfonie No 9 (from New World Symphony)
Ed Type: Music
Cost: $27.95
Company: Pioneer
St. Address:
City:
State:
Zip:
Tel. No.:

Title: The Knowledgedisc
Ed Type: Reference
Cost: 89.95
Company: Grolier Electronic Publishing, Inc.
St. Address: 95 Madison Ave
City: New Yor
State: NY
Zip: 10016
Tel. No.: (212) 696-9750

Title: The Learning Center
Ed Type: Computers
Cost:
Company: Contact Company
St. Address: 5555 Oakbrook Parkway, Suite 200
City: Norcross
State: Ga
Zip: 30093
Tel. No.:

Title: Trauma Training
Ed Type: Nursing
Cost: 225.00
Company: American Technology Resources
St. Address: 1245 North Providence Road
City: Media
State: Pa
Zip: 19063
Tel. No.: (215) 565-6434

Title: Treasure
Ed Type: Miscellaneous
Cost: 34.95
Company: Intravision
St. Address: 605 Utterback Store Rd
City: Great Falls
State: VI
Zip: 22066
Tel. No.: (703) 430-8692

Title: Van Gogh
Ed Type: Art
Cost: $42
Company: Phillips
St. Address:
City:
State:
Zip:
Tel. No.:

Title: Vanacouver Disc
Ed Type: Geography
Cost: 39.95
Company: Voyager Press
St. Address: 2139 Manning Ave.
City: Los Angeles
State: CA
Zip: 900250
Tel. No.: (213) 475-3524

Title: Wang Interactive Learning System
Ed Type: Business Education
Cost:
Company: Wang Laboraties, Inc.
St. Address: One Industrial Avenue
City: Lowell
State: Ma
Zip: 01851
Tel. No.: (617) 459-5000

Title: Western Civilization
Ed Type: Humanities
Cost: $500
Company: Video Visions
St. Address: 7 Waverly Place
City: Madison
State: NJ
Zip: 07940
Tel. No.: (201) 377-0302

Appendix B

Software Vendors and Addresses

Software Vendors and Addresses

Hartley Courseware, Inc.
Box 431, 133 Bridge Street
Dimondale, MI 48821
(517)646-6458

Tex Print Co.
220 Reservoir Street
Needham Heights, MA 02194
(617)449-5808

Milliken Publishing Co.
1110 Research Boulevard
St. Louis, MO 63132-0579
(503)649-7516

Educational Activities, Inc.
P.O. Box 1651
Beaverton, OR 97005
(800)645-3739

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10579

Mindscape Software
3444 Dundee
Northbrook, IL 60062
(312)480-7667

Broderbund Software
17 Paul Drive
San Rafael, CA 94903
(616)942-8987

Sunburst
39 Washington Avenue
Pleasantville, NY 10570
(800)431-1934

Davidson and Associates
6069 Groveoak Place, #12
Rancho Palos Verdes, CA
90274
(213)534-4070

Cambridge, The Adult
Education Company
888 Seventh Avenue
New York, NY 10106
(800)221-4764

Kentucky Enterprises
2230 Richmond Road,
Suite 213
Lexington, KY 40502
(800)354-9067

Apple Computer Company
2111 E. Highland, Suite 425
Phoenix, AZ 85016
(602)957-7144

Designware, Inc.
185 Berry Street
San Francisco, CA 94107
(800)572-2272

HBM Software
Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10579

Regents Publishing Co., Inc.
2 Park Avenue
New York, NY 10016
(212)889-2780

Systems Impact, Inc.
1483 Chain Bridge Road
Suite 104
McLean, VA 22101
(800)822-4636

Appendix C

Computer Software Evaluation Form

REGION X ADULT EDUCATION SOFTWARE CONSORTIUM

Dr. Robert Clausen, Chairman
Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

Annabelle Lavier, Coordinator
Treaty Oak Community College
300 East Fourth Street
The Dalles, OR 97058

****
Computer Software Evaluation Form
****

Software Name _____ Subject _____

Company _____ Year _____

List Price _____ # of Disks in Set _____

Will Run On _____

Technical Help # _____

A. BASIC INFORMATION

Type of instruction	()Demo	()Drill	()Simulation	()Tutorial
Adult interest	()Yes	()No		
Difficulty level	()ABE	()GED	()College Prep	
Keyboard skills	()Low	()Medium	()High	
Number of disk drives	()One	()Two	()Three	
Memory requirements	()48K	()64K	()More than 64K	
Monitor required	()Color	()Noncolor	()Either	
Peripherals	()Printer	()Paddles	()80-column card	()Textbook
	()Other_____			
Documentation	()Yes	()No		
Disk drive used after program is loaded	()Yes	()No		
From from racial, ethnic, or sex stereotypes	()Yes	()No		

****

RATING ()EXCELLENT ()GOOD ()FAIR ()NOT RECOMMENDED

Reviewer's Name _____ Date_____

Address _____

SOFTWARE CONSORTIUM
Alaska • Idaho • Oregon • Washington

B. FORMAT	YES	NO	N/A
1. Letter size and spacing appropriate for reading levels?	( )	( )	( )
2. Graphics appropriate to age and reading level?	( )	( )	( )
3. Is the text appropriate to reading level?	( )	( )	( )
4. Is the audio apapropriate?	( )	( )	( )
5. Do the visuals show well on the monitor?	( )	( )	( )
Type of monitor used _____			
C. PROGRAM			
1. Are there printed materials that go with the disk?	( )	( )	( )
2. Are the materials usable/helpful?	( )	( )	( )
3. Does the disk begin with a menu?	( )	( )	( )
4. Can the menu be returned to easily?	( )	( )	( )
5. Can the disk be copied?	( )	( )	( )
If so, how? _____			
6. Is the screen advance user controlled?	( )	( )	( )
7. Is the audio adjustable?	( )	( )	( )
8. Are instructions available on the disk?	( )	( )	( )
9. Can instructions be bypassed?	( )	( )	( )
D. INSTRUCTOR			
1. Is the program easy to operate?	( )	( )	( )
2. Is there a student recordkeeper?	( )	( )	( )
3. Does it include a teacher utility?	( )	( )	( )
4. Can the utility be teacher adapted?	( )	( )	( )
E. STUDENT			
1. Is there ease of operation?	( )	( )	( )
2. Is there a nonfrustrating method of answering questions, i.e., use of the space bar instead of typing in the answer?	( )	( )	( )
3. Is there positive reinforcement?	( )	( )	( )
4. Is failure rewarded?	( )	( )	( )
5. Is there feedback for correct answers?	( )	( )	( )
6. Is there feedback for incorrect answers?	( )	( )	( )
7. Do the students like it?	( )	( )	( )
8. Estimated average time to complete one lesson: _____ whole program: _____			
F. CURRICULUM			
1. Is the content correct?	( )	( )	( )
2. Is it well organized?	( )	( )	( )
3. Does it teach?	( )	( )	( )
4. For what course or courses would the program be appropriate? _____			

COMMENTS

I. What on the disk needs to be changed or improved?

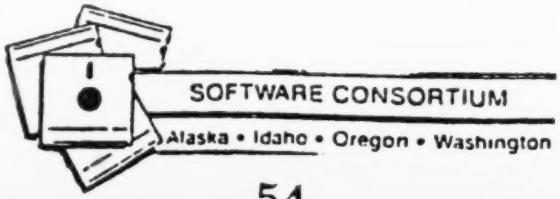
1. No menu listed
2. Inappropriate language
3. No teacher guide
4. Basic program error in disk. What?
5. Teacher utility part of program
6. Other mistakes, i.e., grammar, computation, vocabulary . . . What?
7. Other

II. Describe the potential use of the package in the classroom settings.

III. Student response

IV. For technical help call

3/14/85



Appendix D

Letters

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
(602) 255-4361

July 29, 1986

Ms. Mary I. Johnson
Associate Dean of Instruction
Rio Salado Community College
135 North 2nd Avenue
Phoenix, AZ 85003

Dear Ms. Johnson:

You are authorized to expend funds for three persons rather than two to attend the Computer -Assisted Instruction Adult Literacy Workshop at Oregon State University. This authorization modifies objective #1 (page 2) of your proposal (Project No. D07-20k f).

Expenditure for the project shall not exceed $3,245.00.

Sincerely yours,

Gary A. Eyre, Director
Adult Education

cc: Jim Showers
Herb Lotz

gp

RIO SALADO
COMMUNITY COLLEGE
640 North 1st Avenue
Phoenix, Arizona 85003
(602) 256-7722

February 10, 1987

<ti> <lst> <last>
<pos>
<b>
<add>
<city> <st> <zip>

Dear <sal>:

Rio Salado Community College Adult Basic Education Program received 310 Special Demonstration funds to participate in the Computer-Assisted Instruction Adult Literacy Workshop, August 18 through 22, 1986, at Oregon State University.

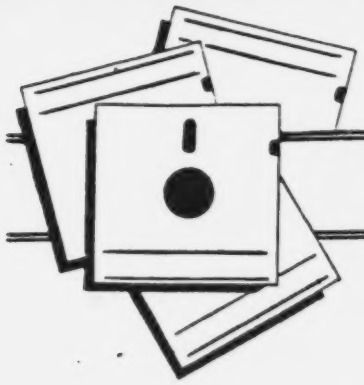
As the finalization of this project, the Computer-Assisted Instruction Adult Literacy Workshop Final Report will be distributed at the 2nd Annual Adult Basic Education Conference, "Models and Practices for Adult Educators," February 20 and 21, 1987, at Tempe Mission Palms. These will be available in the State-of-the-Art Resources Fair Swap Shop booth, Friday, February 20 from 1:00 to 4:30 p.m. This report includes summaries of the keynoters, Dr. Larry Blake, President of the Oregon Institute of Technology and Mr. John Graham, Director of the Giraffe Project; summaries of the workshops; recommended software; listing of publishers and addresses and a copy of the Adult Basic Skills Technology Newsletter. Please contact one of the three of us to pick up your copy of the report.

If you are unable to attend Friday, the report will be distributed in the Computer Services Room on Saturday, February 21. A copy will be mailed to Program Directors who are unable to attend the conference.

We are looking forward to seeing you at the Conference.

Sincerely,

Janet C. Gesin Karen Mills Cynthia Maxson



ADULT BASIC SKILLS TECHNOLOGY NEWSLETTER

A PROJECT OF THE ALASKA, OREGON, AND WASHINGTON STAFF DEVELOPMENT PROGRAMS

November 1986

Summer Software Institute a Success

New Directions for Software Project

Welcome to the 1986-87 year! We all hope it is starting off in a positive, fantastic note..

As most of you are aware, the Software Project is undergoing some changes; this will be a year of examining the focus of the Project and the states involved in it.

The Project name has already been changed, as you will note, to the ADULT BASIC SKILLS TECHNOLOGY PROJECT. This positive step will do a great deal to move forward the thrust of the Project to encompass technological advancements that we need to be utilizing in our programs. I am sure these changes will be exciting for Project members and that it will greatly increase your knowledge of the options available to enchance your programs.

(Con't on page 2)

Clausen Leaves Project

On March 7, 1982, a small group of adult educators from Alaska, Idaho, Oregon and Washington met at the SEA-TAC Airport to discuss the formation of an adult basic skills software consortium. The discussion included purpose of the consortium, ways to analyze instructional gaps or weaknesses in currently available software, how to fill those gaps, ways to share information and materials among the local programs within the consortium states, and how to respond to requests for information from areas outside of the consortium.

It was evident that the number of adult education learning centers acquiring microcomputers was growing. It was also clear that the demand for quality instructional software would be increasing.

(Con't on page 2)

With almost thirty participants from over two dozen areas of the world (yes, world, one attendee was from Saipan), the Software Project's Summer Institute was deemed a success by all involved.

Held August 25-27 on the campus of Oregon State University during the Region X Adult Education Summer Conference, the Institute provided opportunities for practitioners to exhance their skills in the delivery and integration of computer-assisted instruction in adult education programs.

Larry Blake, President of Oregon Institute of Technology, opened the Institute with a keynote on "Anticipating the 21st Century." He challenged the adult education practitioners to look toward the future through technology and vision.

Workshops during the Institute were delivered by members of the Software Project. Topics included "Technology and the Basic Skills Learner," "Technology for Literacy," "Teacher Resources," "Math and Computer-assisted Instruction," "GED Writing," "Basic Skills Writing," "Reading," and "Here's Looking at You: Interactive Video."

The most popular activity, however, were the "after hours" open computer lab which drew almost as many participants at night as the structured activities during the day.

In addition to attending the Software Institute's workshops, participants were also able to attend other conference activities.

By brining together adult education practitioners from throughout the country to focus on the theory and application of computer-assisted instruction, the Institute provided a form for sharing ideas, learning skills, developing plans, and challenging minds.

Clausen Leaves Project

From the initial meeting to the present, the Region X Adult Education Software Project provided useful service to adult educators regarding software appropriate for adults with literacy needs. Requests for software analysis reports came from throughout the United States and Canada. The Software Project met and exceeded the dreams of its founders.

It has been my pleasure to have been involved with the Software Project from its beginning. The three representatives from each of the four states have been innovative and energetic and have been enthusiastically committed to the practical application of computer-assisted instruction. We have worked hard and our accomplishments have been significant. Our evenings as a group eating dinner together were often a riot of fun as we ate, laughed and enjoyed the camaraderie.

I exit the Software Project with good feelings and a definite sense of accomplishment. My energy will be focused on statewide community college instruction and the attendant considerable challenges. Beret Harmon, Washington State Director of Adult Education, has accepted the chair position of the Software Project. Annabelle Lavier continues as coordinator.

Dr. Robert D. Clausen
Oregon Department of Education

New Directions for Software Project

The decision has been made, for at least this transition year, to eliminate the sale of the $40.00 associate memberships. The dispursement of Project products will be handled through Oregon State University and Dr. Wayne Haverson after supplies have been depleted that currently are available through Annabelle Lavier, Project Coordinator. OSU charges for Project products will reflect more accurately the actual publishing costs.

The proposed Mission Statement for the "revamped" Project is to: Provide a professional network which recognizes and encourages the use of technology in the basic skills instruction of adults

Goals include:

1. Evaluation of software designed for use in basic skills instruction.

2. Dissemination of evaluation information andd the application of technology.

3. Promotion and encouragement of the use of technology in basic skills instruction.

The Project Advisory Board welcomes your input and comments on the mission statement and goals. Please contact Annabelle Lavier, Project Coordinator, with any comments and/or questions you may have.

Another positive step in the Project will be the selection in member states of a representative from each ABE program that currently uses computers. These representatives will be chosen by their local ABE directors for their active involvement in ABE and their interest and expertise in computers and technology. Representatives chosen will agree to evaluate at least one software program per year and report the results to the Project Coordinator.

The representatives will also be expected to contribute at least one item per year to the Project newsletter. Representives will serve as Project liaisons for their ABE program and disseminate Project information to local ABE staff; they will serve as representative for two years. If you are interested in representing your program on the Project, please talk with your ABE director; contact your state ABE director, staff development coordinator or Annabelle for further information.

Beret Harmon
Washington Department of Education

IdeaWare

Square Pairs from Scholastic is a matching game which is useful for teaching vocabulary and problem-solving skills. Our students have enjoyed using it as a change of pace!

Donna Miller-Parker

Computer as Basic Skills Tutor

The relationship between the tutor and adult basic skills learner is paramount to the adult learner's success in reading. Computer-assisted software enables tutors to combine meaningful learner interaction with quality drill and practice. Computers can work for tutors by:

1. Individualizing and Customizing Lessons

   Computer software can allow tutors to alter materials to meet the needs of the learner. Adult learners have a lifetime of failure tied to standardized worksheets and textbooks. Few learners have ever had a worksheet containing their own words. The customized lesson tells the learner that he/she is special.

2. Maximizing the Quality of Tutor Time

   The tutor can concentrate on meaningful interaction, introduction of new materials, follow-up and review during the session and assign the tedious drill and practice activities to the computer. Software can efficiently provide the learner with ample drill and practice on vocabulary, spelling, or grammar.

3. Providing Quality Control on Practice

   Software limits the number of times the learner can make a mistake before correction. The learner doesn't return to the tutor session having practiced the error repeatedly.

4. Enhancing Resources Available to the Tutor

   A tutor often lacks time, availability, space, and/or resources to provide supplementary materials to core materials. When the learner has difficulty with a specific objective, the tutor may have difficulty finding additional worksheets or materials. Appropriate software can often provide the timely supplementary support materials tutors need.

The following is a listing of the most often used computer assisted software in tutor programs as compiled by the Software Project Coordinator. Many programs cited below have been adapted to specific core texts. In some cases, data disks or print copies of altered materials are available upon request.

Word Processing: "Magic Slate" by Sunburst, "Word Processing" by Milliken, and "Appleworks"

Reading Comprehension: "Gapper" by HRM (modified for Laubach, Skill Books 1-4), "CORE Reading" by Educational Activities, "Comprehension Power" by Milliken, and "CLOZE Plus" by Milliken

Spelling Drill: (Flash card format) "Spell It" by Hartley (requires additional equipment), "Elementary Language Arts #730" by MECC (adapted to Laubach Skillbooks 1-4)

Vocabulary Drill: "Create-Vocabulary" by Hartley (requires additional equipment-adapted to fit Laubach materials), "Word Attack" by Davidson (data disk adapted to Laubach Skill Books), "Crossword Magic" by HLS Duplication (adapted disks).

Grammar: "English Basics: Parts of Speech" by Educational Activities.

The computer used as an instructional tool can enhance the effectiveness of the tutor.

Inquiries should be directed to the Adult Basic Skills Technology Project Coordinator, Annabelle Lavier, Treat Oak Community College, 300 E. 4th, The Dalles, OR 97058, (503) 296-6182.

IdeaWare

A blind student came in to test the Echo voice symthesizer. He found the raised dot on the middle key of each hand on the home row of the Apple very helpful for finding his place. Lucy MacDonald

Software Worth A Second Look

Gapper by HRM Software
(Reading Level: Depends on text)

HRM Software is noted for fine science software. In fact, Gapper, almost appears as a sleeper in the catalog. This software program allows instructors to easily enter specific text with comprehension questions. The learner reads the text on the screen, then has the option of answering comprehension questions or using a CLOZE comprehension check. The instructor can alter the CLOZE to reflect learner or text needs. The final challenge is a complete CLOZE, a screen filled only with dashes. The learner must type in the missing words. The last exercise may be used in competition with up to four other individuals or groups.

Several centers have adapted Gapper to the Laubach Skill Books. Learners working on Laubach Book 1 can practice spelling by using CLOZE or the complete CLOZE option.

As with all software, the program has a couple of detractors. Although the process of entering text is easy, it is slow. The process requires a number of disks switches. The program also has room for only a limited number of titles per disk and full disks cannot be copied. The user must purchase additional disks.

Car Builder by Weekly Reader Family Software (5+ reading level but depends on the reader's functional vocabulary)

Car Builder is not a reading program, it doesn't teach grammar, in fact, many instructors may find the mechanical terms foreign and strange sounding. Car Builder does exactly what the title says it does. The user builds a car, tests the vehicle in a wind tunnel and race track, and then receives a summary of the car's capabilities.

Car Builder can fill a void that often exists in centers. The learners with mechanical aptitude, and interest, often have limited methods of demonstrating their talents and expertise. This software package provides that opportunity. The learners can collectively design the most aerodynamic, fuel efficient car.

When reviewing this software, remember that the program was designed to require the user to exercise higher level thinking skills while building the ultimate car. It is not designed to teach basic reading. The text on the screen following the road test, flashes by at race track speeds. The user should consider ignoring the text. It will appear later in summary form.

Descriptive Language Arts Development by Educational Activities, Inc. (3.5 reading level)

This software package collates diagnostic tests to comprehensive objective based tutorial lessons. The objectives cover sentence mechanics, sentence sense, naming words, action words, pronouns, and describing words. The scope and sequence chart included in the support material neatly presents the order of operations. Each step is presented in bite size units.

The user takes diagnostic tests, lasting from five to thirty five minutes depending on skill level, to determine the beginning level of instruction. The learner then moves into the objective fitting the diagnostic results.

The text and illustrations are appropriate for adult learners. As with most tutorial programs, the user will probably need initial exposure to the objective and/or additional instructor follow-up.

The relationship between the tutor and adult basic skills learner is paramount to the adult learner's success in reading. Computer assisted software enables tutors to combine meaningful learner interaction with quality drill and practice.

For more information on the Adult Basic Skills Technology Project, contact:

Carole Bartholomew
Adult Education Staff Development
The Northern Institute
650 W. Int'l Airport Rd
Anchorage, AK 99518
(907) 563-3174

Dr. Wayne Haverson
Adult Education Staff Development
Postsecondary Education
Oregon State University
Corvallis, OR 97331
(503) 754-2501

Bill Sperling
Adult Education Staff Development
Highline Community College, MS 25-5
Midway, WA 98032-9424
(206) 878-3710 x 287

TO:

ERIC Clearinghouse for
Junior Colleges DEC 04 1987